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ABSTRACT

Following a literature review of occupational advisory committee models, a model meeting twentieth-century needs and trends was developed. The design and organizational structure of the model provides for the following: a planned, accountable method of accomplishing goals and for promoting the image of vocational education; a planned, accountable method for providing a competency-based, task-oriented, skill-producing curriculum; and a coordinated total assessment and a cooperative effort between industry and vocational education from the grass-roots level of the community being served. The findings include the following: (1) the occupational advisory committee model, as discussed in the literature, is non-specific in schematic form and only partially exists at the local level; (2) the strength of the literature model is in the concept of vital role (the connecting link between the educational agency and industry); (3) methodology for the utilization of advisory committees is lacking in the research writings of vocational educators; (4) a gap exists between theory and function, and (5) the newly proposed model should meet the purpose of advisory committees, the need for a cooperative effort by all existing educational institutions, and the current societal trends better than do existing models. (EM)

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OCCUPATIONAL ADVISORY COMMITTEES: A THEORETICAL MODEL TO MEET CURRENT SOCIETAL TRENDS

by

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A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

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Approved: Six Semester Credits

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the progress was steady
for my goals were known
before thesis acknowledgments are given
my thoughts turn to others
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of the diploma RN status
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and supported me still
while I'm about doing
what many females in 1978 will
this exciting continual life venture
for a futurist-to fulfill the meanings
continues to seek matrix education
the eternal staff of life and full living
to you—no other words will do
it may sound so simple but
my how I love you.

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ABSTRACT FORM -- THESIS (PLAN A)

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OCCUPATIONAL ADVISORY COMMITTEES: A THEORETICAL MODEL TO MEET CURRENT SOCIETAL TRENDS

(Title)

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Statement of the Problem:

Active and effective utilization of occupational advisory committees is an important aspect of maintaining relevant curricula but many persons lack a working knowledge of the advisory committee model. This research was designed to gain expertise regarding the occupational advisory committee model and to develop a model specific to the needs and societal trends as they exist today.

Research Design: Research/development via descriptive study.

Literature research was accomplished using ERIC (and other pertinent writings) to do a descriptive study on occupational advisory committees. Development of a conceptual pragmatic model, in schematic and written perscriptive form was accomplished to meet societal trends of the 20th century.

Findings:

Literature research revealed the emphasis on critical value and on the need and importance of advisory committees. The methodology for utilization of the advisory committees is lacking in the research writings of vocational educators. Other pertinent references were utilized to obtain needed information in leadership theory and facilitative styles for an effective functioning advisory committee.

Harold Halfin
(Thesis Adviser)

cc: (1) Graduate College
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Chapter 1

INTRODUCTION

Through the history of Wisconsin, Vocational-Technical and Adult Education, community orientation and local advisory councils have been key instruments in determining vocational-technical program offerings according to the needs within the given district boundaries. Wisconsin has been a successful leader in the vocational education field since the first law was passed in 1911. The success patterns of educational practice is attributed to the philosophy of advisory council guidance for programs offered by Vocational-Technical educational institutions. While federal and state laws levy mandates and issue guidelines upon the system today, actions are entered into cooperatively between local advisory representatives and the administration of the Vocational-Technical district. The actions taken are based upon the combined judgment of the district administration and the local advisory representatives; but those agreed upon must be within the guidelines of federal and state rules and regulations. This is implicit in the early guidelines which required the use of advisory groups at all levels of Vocational-Technical

education. At the present time the Wisconsin State Board of Vocational, Technical and Adult Education itself is a representative group, having a twelve member advisory committee.

> The major objective of the Wisconsin Vocational-Technical institutes is to offer occupational preparatory curricula. These institutes offer curricula in various occupational areas depending upon the needs of the students, the needs of the community and available financial resources.[1]

The controlling purpose of Vocational, Technical and Adult Education is to prepare its graduates for useful gainful employment according to the needs of the community-at-large within given district boundaries.

There must be a constant exchange of information to keep programs relevant in order to meet the needs of a demanding technological era and to meet the ever-changing needs of the student population. Advisory committees supply this need by providing effective interchange of information between both school and industry. This historically has been the vital link that has made the system of Vocational, Technical and Adult Education successful.

> Advisory committees have played a vital role in the success of vocational and technical education programs for many years; their value is greatly increased because of the technological demands and changing industrial patterns necessitate

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[1]Robert P. Sorenson, "Perceived Priorities and Achievements of Occupational Advisory Committee Functions in the Wisconsin Vocational, Technical and Adult Education System" (PhD dissertation, University of Wisconsin, 1974), p. 1.

> a constant revision of the instructional program. In order to maintain programs that meet current manpower needs, educators in the Wisconsin Vocational, Technical and Adult Education system have found it important to consult key representatives of labor, business, and industrial management, agriculture, health, and others concerned with the objectives and results of a modern Vocational-Technical system.[2]

The Wisconsin State Board emphasizes the importance of focusing attention upon the fact that technological change is a relevant factor. The curriculum must reflect current desirable employment skills and the classroom is the simulated setting for the students' learning of these skills. They feel that the direct line of communication for presentation of competency-based curricula between the institutions, the instructors and business or industry is best maintained through the utilization of advisory committees. They emphasize that this is of utmost importance when interpreting the needs of 20th century vocational education.

Federal acts providing financial support for vocational education through a federal-state-local relationship has been in continuous existence since the Smith-Hughes Act of 1917. As early as the 1940's some Health Occupation programs were given support from funds allocated to the trade and industry occupations. Prior to this time, the

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[2]Effective Use of Advisory Committees, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin, 1971 Revised Edition, p. 1.

nation's health care delivery system was in a slow growth period. During these early years, in an attempt to meet their own needs, health service institutions, whose primary function is to provide health care, had assumed the responsibility and expense for the preparation of a majority of the health workers. Since 1960 we have seen this system undergo an unprecedented growth. Title III, of the Health Amendments of 1956, were being utilized in vocational education at that time. These amendments authorized an annual appropriation for educational programs for the Health Occupations field. This was totally inadequate as traditional patterns of providing health services and preparing health workers no longer met the needs for the unprecedented growth of the health care industry.

A method to provide responsible health care with the lack of trained workers became an emerging issue. A series of amendments and new acts were introduced to increase the amount of support and provide a more flexible framework of operation. The Vocational Education Amendments of 1968 provided greater potential for meeting the needs of the health care industry. Vocational-Technical education was chosen, through this act, to provide for the needed health workers. No prior legislation provided for Health Occupations as did this. Under these Amendments, allocations were made to states on a formula basis. Each

state determined the amount of federal funds to be used for a particular occupational field. This was the beginning of a coordinated effort between the health care industry, as advisory committee members, and the Vocational-Technical system to meet the demands of this 20th century. Through advisory committee membership, the health care system provided the expertise to assist the Vocational, Technical and Adult Education (VTAE) system in providing relevant task-analysis curricula.

> The reasons for the growth of specialization in health occupations are the changes in technology and scientific knowledge of health and illness. Specialties have resulted because of the division of labor, sharing of responsibilities, and team approach to providing health services. As the professional delegate responsibilities and functions to supportive or allied health personnel, coordination and management become important functions.[3]

Statement of the Problem

As the Health Occupation programs continue to expand and concerns increase for economic maintenance of these programs, it becomes apparent that active and effective use of the occupational advisory committees be more fully developed in Vocational-Technical education at Mid-State VTAE. Sorenson recently emphasized:

> We, as institutions, must redirect our lofty goals to include more participation and leadership by the public. Our progress within ourselves has

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[3]Robert M. Tomlinson, Lois M. Langdon, and Chester Rzonca, "Guidelines for Health Occupation Educational Programs." University of Illinois, Urbana, Illinois. June, 1971, p. 17.

> moved us away from the basic philosophies of those who have supported us to enthusiastically . . . the community support and trust.[4]

Health education in the Vocational-Technical system has seen unprecedented growth in the past 10 years. Health educators have been striving for effective utilization of advisory committees but many persons lack a working knowledge of the advisory committee model. To substantiate this need for a better understanding of the advisory committee model, the writer will present the following notations of comments expressed by Health Occupation instructors at a recent seminar:

> I wish we had a better understanding about the advisory committees role; I wish I understood the needed leadership to get effective functioning; How often are they really supposed to meet? I don't feel very secure about what my role actually is supposed to be. (These are comments made by participants at a Medical Assistant workshop (during coffee hour) March of 1978.)

From these disturbing comments; from the writer's own experience working with advisory committees for a ten-year period, but lacking cognizance or understanding of an ideal occupational committee model; and for more effective utilization of the occupational advisory committee for Health Occupations programs comes a challenge.

This research is an effort to answer the question, What is the theoretical occupational advisory committee

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[4]Robert F. Sorensen, "As I See It." VTAE Journal, Volume V, Number 1, January, 1978, pp. 4.

model; as presented in literature, it is to personally understand and gain expertise regarding the occupational advisory committee model; it is an effort to learn how to better utilize advisory committees in the future; and it is to develop an ideal model specific to the needs of the 20th century and the current trends of society-at-large.

Purpose of the Study

The purpose of this descriptive study is to gain expertise on the occupational advisory committee model presently existing in research literature and to establish a model occupational advisory committee specific to meet the needs of society at the current time.

This study was completed in the summer of 1978. The literature search was accomplished using Educational Resources Information Center (ERIC). Additional resources have been searched as seemed applicable to the need for this study.

Chapter 2

EXISTING OCCUPATIONAL ADVISORY COMMITTEE MODEL

Literature revealed the importance and critical value of occupational advisory committees as the connecting link between educational endeavors within the formal classroom and the finalized product—the graduate capable of performing the needed skills. It is implied that the potential effectiveness of the educational program, as a means of meeting the needs of society in the 20th century, rests with the presentation of task-orientated curricula. The occupational advisory committee is the vehicle; the connecting link to assist vocational education and educators within the system to be abreast of relevant task needs which need to be incorporated into the curricula.

Literature reviewed on advisory committee models revealed general guidelines for the functioning, organization, implementation and membership numbers of the occupational advisory committee. Institutional leadership seemed to be the key to the activities and task-orientation of program committees. Virtually few resources were found to be available for health-orientated occupational committee models.

From the initial stages of the review of literature, on the subject of occupational advisory committees or guidelines specific to Health Occupation advisory committees, it was apparent that frequent rediscovered generalizations were present in the numeral reports.

Most of the studies on the topic of citizen occupational advisory committees have dealt with items relating to purposes, general functions, and the need for the committee. Very little literature on occupational advisory committees dealt with facilitating leadership techniques necessary for maintenance of a viable organization, or techniques and procedures for evaluation of the program that the committee might utilize to adequately perform their stated purpose. The research literature generally is lacking as a learning resource for coordinators or educators in the VTAE system who wish to become an active orientated facilitating leader and a knowledgeable representative of the advisory committee for that system.

There must be a constant exchange of information to keep Vocational-Technical education programs relevant and accountable, but the methods of how to do this are not explicit in the literature model for occupational advisory committees. Advisory committees can supply that need by providing effective interchange of information between education and industry. The occupational advisory committee is the vehicle to provide this.

> One of the most effective means of providing for this type of cooperation is vocational education advisory committee . . . they are unique in their ability to provide occupational information and help for vocational education programs; their organization name and function can be tailored to specific situations and needs; and, their value has long been established.[5]

Need for Occupational Advisory Committees

The concept of the importance of occupational advisory committees was recognized early in American history in the apprenticeship movements. In 1937 the President of the United States appointed an advisory committee to study the need and status of vocational education. The Vocational Education Acts of 1963 (PL 88-210) "provided for administration by the State Boards for vocational education for a National and State advisory committee."[6] Their value was formally established and their usage was insisted upon by mandate of the Vocational Education Amendments of 1968 (PL 90-576) which required annual reports from each State Advisory Council as to their findings in regard to administration and operation of the Vocational-Technical programs within the state. This annual report is required if the state wishes to receive federal funds in support of Vocational Education.

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[5]The Advisory Committee and Vocational Education, American Vocational Association, Washington, D.C., August, 1969, pp. 5 & 45.

[6]Roy Roberts, Vocational and Practical Arts Education, 3rd Edition, Harper and Row Publishers, 1971, p. 115.

Purpose of Occupational Advisory Committees

The occupational advisory committee is the vehicle or connecting link between industry and vocational education to maintain relevant competency-based curricula for the training of needed skills. The American Vocational Association stated that:

> . . . because vocational education programs must be an integral part of the community in which they exist, it is necessary to have a close cooperation between the school and those in the work force. One of the most effective ways of providing cooperation is through the vocational education advisory committees.[7]

The purposes discussed in literature would probably be confusing to the neophyte within the VTAE system inasmuch as purpose and function are frequently presented interchangeably. The purpose is the "why" of existence, and the "functions" are those activities that the occupational advisory committee becomes involved in doing.

Functions of the Advisory Committee

A wide variety of general functions of the occupational advisory committee are suggested such as public relations, curriculum advice, pledging support of the program, support of legislation, making program evaluation and recommendations, textbook review, verification of course content, encouragement of the individual teacher, and placement selection criteria. Silvius and Bohn suggest

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[7]Advisory Committee and Vocational Education, American Vocational Association Abstract, Washington, D.C. August, 1969.

that "advisory committees validate programs and content."[8] Hagman and Barlow indicated seven broad categories of functions of the advisory committee. These were "job-market analysis, instructional planning, students, teachers, legislation, public relations, and program evaluation."[9] Riendeau included 13 items which he felt were general functions.

A somewhat different approach was supplied by Sumpton and Engstrom, who reviewed community participation in education through formal and informal approaches. They identified three levels of citizen participation: collecting and assembling information; classifying and interpreting data; and, making judgments and developing recommendations.

An advising thoughtful statement was written by Sorenson when he said, "the full strength of Vocational Education may quite possibly depend on the degree to which vocational educators are able to develop a means to involve advisory committees in a more positive and significant way for program development and operation."[10]

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[8]Harold Silvius and Ralph C. Bohn, Planning and Organizing Instruction, McKnight Publishing Company, Bloomington, Illinois, 1976, p. 76.

[9]Larry Hagman and Melvin Barlow, Role of Advisory Committees in Occupational Education, Division of Vocational Education, Honolulu, Hawaii, August 9, 1971, p. 13.

[10]Robert B. Sorensen, Perceived Priorities and Achievements of Occupational Advisory Committee Functions in Wisconsin Vocational, Technical and Adult Education, University of Wisconsin, Madison, Wisconsin, 1974.

Diversity of functions is keynoted in printed resources. The functions discussed were not generally classified as to whether they were intended for ad hoc advisory committees or the advisory committee serving the continuing program.

Organization of the Advisory Committee

Statements are consistent that the representation of the advisory committee must be representative of the community being served. Nerden points out that

> . . . the membership of this committee should represent the elements of the community it serves. Efforts should be made to bring in the varied interests of business, labor, former graduates, and other segments of the public. The committee should be chosen from individuals who, because of their broad knowledge, interest in education, and concern with the social and economic concern of the community, can provide the school administration with the guidance it needs to carry on its responsibilities to provide an effective delivery system of skilled workers.[11]

Throughout the literature these points are emphasized.

Of particular interest to health education persons was a statement that "a coordinating structure must be developed to serve the community."[12] They

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[11]Joseph T. Nerden, "Advisory Committees in Vocational Education," American Vocational Journal, January, 1977, p. 28.

[12]Robert M. Tomlinson, Lois M. Langdon and Chester Rzonca, Guidelines for Health Occupations Education Programs, University of Illinois, Urbana, Illinois, June, 1971.

suggested that membership in the health related advisory committee should include representation from health professionals, their associations, educational institutions, health facilities, health interest groups, and citizen interest groups.

Selection Process

The selection process is accomplished through cooperative effort of the educational institution, staff, and existing interested business and industry. Literature revealed that these persons must have available time and interest in vocational education programs. It was emphasized that the members should be civic-minded persons.

Term of Office and Committee Size

The advisory committee term of office and number of members on the committee varies according to the specific needs of the educational institution and the program being served. Specific appointments of one-to-three years and of staggering of the appointment term to be served was important according to many of the reported writings. It was suggested that five to seven members would constitute a committee that would function effectively for the occupational program (Riendeau, Applegate & Hagman). Guidelines for the General Advisory committee were said to have a membership of 15 or less. General advisory committees were

differentiated according to membership numbers because they serve several programs within a given field.[13]

Number of Meetings

For a committee to be effective it is necessary for them to meet as frequently as three or four times per year. The American Vocational Association states that:

> There is no general accepted policy regarding the number of meetings to be held. However, a committee working to build a worthwhile program must meet often and regularly in order to carry out its assignment, and two or three times a year is not enough.[14]

The Wisconsin State Statutes, Chapter 38:15 (11) (a) and (b) requires that local committees meet at least once a year. The State Board of Vocational, Technical, and Adult Education consultants for Health Occupations encourage Health Occupations advisory committees to meet at least two or three times.

Among the authored writings it was specific that frequent meetings are necessary and in Wisconsin it is required to have at least one meeting per year for each occupational advisory committee.

Facilitating Group Effectiveness

Texts on organizational behavior, group dynamics, and human resources administration provide valuable insight

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[13]Tomlinson and others, 1971.

[14]The Advisory Committee and Vocational Education, American Vocational Association, Washington, D.C., August, 1969, p. 35.

and effective facilitating committee leadership strategies for the representatives of vocational education.

The leadership role in an advisory committee environment involving lay representatives is somewhat different than agency leadership because they are a volunteer rather than employee group. Important too is the fact that advisory committee members often lack leadership skills. Seay suggests that few lay persons have had training in group leadership therefore "the majority will need to develop skills if they are to act as leaders."[15] The implication is made that school representatives must be knowledgeable and capable to provide this assistance.

Styles of leadership which affectuate goal orientation (Tosi and Carroll, 1977) and strategies for maximizing the potential people (Megginson, 1977) were helpful reading resources. The public relations aspect (Cutlip and Center, 1964) is a key to facilitative leadership for a productive advisory committee according to literature. An understanding of business and industry is helpful to the leadership person (Wilcox, 1971). Peter Drucker declared that management is the "organ of society specifically charged with making resources productive."[16]

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[15]Seay, Maurice F., Community Education: A Developing Concept Pendall Publishing Co., Midland, Michigan, 1974, p. 181.

[16]Knezevich, Stephen J., Administration of Public Education, Harper & Row, Publishers, 1975, 3rd ed., p. 9.

To be effective, leadership requires an awareness that a given role is needed and that the person feels that he is capable to perform that role (Zander and Cartwright, 1960).

It is felt by organizational behavorists that lay member persons will determine a value of the committee activity. This value will be determined by the member perception of the purpose of the committee; the individual perception of the worth of the activity; and, its effective implementation of recommendations irregardless of the dynamism, or lack of dynamism, by the school representatives.

The importance of the leadership role of school representatives is an important aspect of the occupational advisory committee's effective functioning. The school representative, according to literature, needs to be cognizant and capable of the leadership needs of the occupational advisory committee.

Chairman Appointment and Duties

The beneficial aspects of appointment of a lay person to the position of chairperson is especially important if the committee has been recently organized. New members, the literature revealed, do not have real knowledge of one another and often they simply appoint whoever shows up and appears eager at the first meeting.

The chairperson presides at the meeting and is helpful in the role of actuating goal accomplishment through committee support.

Literature suggested that the duties of the chairperson should be outlined before election. Although the duties generally seemed to be routine chairperson roles, it was suggested that the school representatives be helpful to the chairperson that assumes the new responsibility.

School Representatives and Duties

The staff coordinator or lead instructor of the educational institution should act as a representative and/or ex-officio member of the occupational advisory committee. Special expertise persons from the school may serve as consultants and should attend when the occasion suggests their attendance.

Literature revealed that one program instructor should be present at each regular meeting. The recent emphasis of student participation was noted in articles.

The duties of the school representatives include preparing the agenda, notification of meeting dates and times, arranging for facilities for the meeting, recording of minutes of the meeting, and attending to the

necessary written communication between committee activities/ recommendations and the school administrative personnel.[17, 18]

State Guidelines

The Federal Vocational Education Act Amendments of 1968 have dramatically proven that public members appointed to state Vocational education advisory councils can have considerable impact upon the development and delivery of state and national Vocational education programs. Through their mandated responsibilities of annually evaluating Vocational education programs, services, and activities, state councils have achieved remarkable success in state after state.

The Seventh Annual evaluation report of the Wisconsin Advisory Council of Vocational Edcuation represented the last two reports developed under the old legislation, also known as PL 90-576. In October, 1978, the state councils began operating under Title I of the Education Amendments of 1976 (PL 94-482) in a much broader capacity than was conceived under the retired act and in

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[17]Albert J. Riendeau, Advisory Committees For Occupational Education: A Guide to Organization and Operation, New York: Gregg Division McGraw Hill, 1977.

[18]District Advisory Committee Handbook, Indianhead District, District Office, Shell Lake, Wisconsin.

a manner that will make the state council evaluation reports even more significant than they have been in the past.

The Wisconsin Board of Vocational, Technical, and Adult Education's most recent available guidelines, "Effective Use of Advisory Committees," published in September of 1971, states that advisory committees are significant because:

1. They provide advice not easily obtainable elsewhere.
2. They have important public relations potential.
3. They offer external support of politics.[19]

It was stated that advisory committees

> Are organized to advise and counsel the school administrators and to make suggestions and recommendations for the guidance of the state and local boards. Their function is to provide a closer cooperation and better understanding of Vocational education . . . an educational advisory committee, either at a national, state, or local level, has no administrative or legislative authority. The very name signifies its function. Whether it is called a board, commission, council, or committee, its function is to give advice.[20]

The Wisconsin State Board defined the school advisory committee "as a group of persons outside the education profession chosen from the community, state or nation, to

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[19]Effective Use of Advisory Committees, Wisconsin Board of Vocational, Technical, and Adult Education, Madison, Wisconsin, September, 1971, Revised, p. 1.

[20]Ibid., p. 2.

advise educators regarding a school program.[21] The term "general advisory committee" usually refers to a committee serving only a specific education program and in some schools it is called a "departmental" advisory committee. They stated that the advisory committee is usually a formally organized committee appointed by proper authority for a definite term. The ad hoc advisory committee, they stated, was to provide advisory service for a specific project or in solving a specific problem.

> General advisory committees in a specific program have a 'general' purpose of advising local school administration in the development of specific education programs. The specific function for the General advisory service in determining general policies pertaining to the operation of educational types of programs needed in the community . . . they often assist in conducting community surveys to determine needs for training and recommend the types of educational programs to be included in the school curriculum. They do not become involved in the details of planning specific training for a craft. . . .[22]

The name craft and occupational advisory committee are used to be synonymous terms by the writer of the Wisconsin State Board Advisory committee guide, The general purpose of the occupational or craft advisory committee is to:

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[21] Ibid.

[22] Ibid, p. 3a and 4.

> Advise in the development of the instructional programs of preparatory, extension, and apprentice training in specific crafts or occupations. The specific function is to provide advisory service in determining objectives and in planning details of the instructional program for a specific craft or occupation.[23]

They further state that a function of the craft advisory committee is to advise "regarding trade and industrial programs for a special craft or occupation." The craft or occupational advisory committee functions include making recommendations and advising the local school authorities on:

1. community surveys
2. course planning
3. shop planning
4. selection of studies
5. recruitment of teachers
6. assistance to teachers
7. placement of students
8. evaluation of programs
9. financial support
10. Legislation
11. Adult training
12. Public relations[24]

Several additional points of importance are made in this publication. It states that "craft committees take an active part in planning the course outlines . . . should suggest criteria for selection of students entering the program . . . assist in placement of students . . . continuous evaluation of the instructional program."[25]

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[23]Ibid., p. 3a.

[24]Ibid., pp. 4-6.

[25]Ibid., pp. 4-5.

Legal authority, provided by the Wisconsin State Statutes, Section 38.14 (5) reads as follows:

> The district board may establish advisory committees representing every occupation in the district. Each advisory committee shall consist of equal numbers of employers and employees selected by the district board from recommendations submitted by representatives, organizations and associations of each occupation. The district board and the district director may request the advice and assistance of these advisory committees in selecting, purchasing, and installing equipment in preparing course materials, in developing instructional methods and vocational guidance programs and for such other purposes as the board desires.[26]

According to the Wisconsin State Board of Vocational, Technical and Adult Education, legal or proper authority can be provided in a number of ways:

1. The school may be required by the state plan for vocational education to appoint advisory committees.
2. The state plan may permit appointment of advisory committees if needed.
3. The board of vocational education may authorize the appointment of advisory committees.[27]

Recent mandate by the federal government requires the use of advisory committees, on a state level, for all

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[26]Wisconsin Board of Vocational, Technical, and Adult Education, Memorandum Update of Chapter 38, Wisconsin Statutes, June 26, 1978, p. 9.

[27]Wisconsin Board of Vocational, Technical and Adult Education, Effective Use of Advisory Committees, September, 1971, pp. 8, 9.

states desiring to receive federal funds. State statutes state that local directors "may" appoint advisory committees.

According to the most recent available guidelines of the Wisconsin State Board, selection of members for the local advisory committee depend upon the purposes to be served and the type of assistance needed in planning and evaluating a program. They state that it is well to keep in mind that advisory committees "provide the school with an opportunity to do an educational selling job with the members of the committee."[28]

Representatives of the community and of the occupational craft should be included as committee members on the advisory board. Qualifications suggested include intelligence, leadership, experience, good character, civic mindedness and experience. It is stated that disinterestedness is a personal qualification. It states also that "the more ambitious and agressive people do not always make the best members . . . radicals prone to inject politics or pet ideas into discussions do not make good committee members,"[29]

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[28]Ibid., p. 9.

[29]Ibid.

In other sources, the procedures for selection of members by local schools is not specifically stated but it is suggested that a joint effort between the school and representatives of industry accomplish the selection process. Official invitation and defining of the committees role is an important item for the school authorities to make a decision about. The frequency of meetings of an advisory council is not definitely established except by the 1971 guidelines but it emphasized that meeting only once or twice a year will have implications regarding the achieving of effectiveness of the committee. They further suggested that a definite date of a specified week will effect a habit of reserving time, by the members for the meeting.

The Wisconsin State Board of Vocational, Technical and Adult Education, 1971 article states that the committee organization should have a chairperson. It is preferable that a capable lay person hold this position. A secretary, to be elected by the membership, should be a representative of the school.

The school representatives on the committee should include a supervisor or coordinator of the field being served. Instructors of the specified program might meet with the advisory committees on a rotation basis, "if

teachers attend advisory committees regularily, it would perhaps limit free discussion and the effective work of the committee."[30]

It is advised that formal organization of the advisory committee meetings have some advantages, such as designating specific duties and creation of an atmosphere of permanence. Guidelines for the Chairman are presented and these are:

To prepare for the committee meeting:

1. Understand what the committee is to do.
2. Analyze the committee's assignment and consider tentative assignments to individual members.
3. Develop agenda before the meeting, including members' suggestions.
4. Send each member through advice of the school administration a week in advance, a copy of the agenda and any data to be considered as the basis for action on each item.
5. Schedule meetings at convenient times to the committee members.
6. Check facilities ahead of meeting times.[31]

Guidelines for the Committee Secreatary or School Representative to prepare for the committee meeting include:

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[30]Ibid., p. 12.

[31]Ibid., p. 17.

1. Plan agenda with the chairman.
2. Prepare problems to be presented.
3. Make reservation for meeting room.
4. Notify members of meeting date.
5. Mail agenda to committee members.
6. Prepare special reports if needed.
7. Notify the director and invite him to attend meeting.
8. Invite other staff members, teachers, consultants, and special guests to attend when appropriate.
9. Check reservation for meeting room a few days before meeting.
10. Check on physcial facilities of meeting room.
11. Check on special equipment needed for the meeting.
12. Call members to remind them of the meeting.
13. Arrange for secretarial assistance in taking minutes of the meeting.
14. Prepare progress report to present to committee.
15. Prepare a report of action taken on recommendations made at previous meetings.[32]

Mid-State VTAE Occupational Advisory Committee Guidelines

Mid-State Vocational, Technical and Adult Education, District 14 located at Wisconsin Rapids with branch

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[32]Ibid., p. 17.

campuses at Stevens Point and Marshfield, Wisconsin, has an advisory committee handbook printed sometime after July 1, 1970. The specific date was not listed in the publication.

The handbook for advisory committee members contains a history of the Mid-State VTAE district, philosophy of Mid-State, authorization of the board, administrative staff listing, program offerings, statutes 41.15 (11a) creating advisory committees, types of advisory committees in VTAE district 14, educational representative listing, individual responsibilities of committee members, and, recommended procedures for advisory committee meetings. The handbook also has included lists of all 1970 advisory committee persons and the committee on which they are serving.

The history portion of the Advisory committee handbook includes creation of Vocational education in Wisconsin, the establishment of Mid-State VTAE in 1967, and the growth of the district through July 1, 1970.

The philosophy provided the committee member with understanding of the overall purpose of vocational education from the specific view of this district. Legal authorization informs the committee member of the district board and of the advisory committee itself. Program

awareness is made available through the listing of the programs that were offered at that time.

Four types of occupational advisory committees are defined by the handbook. The Occupational advisory committee is defined as "those that serve a specific occupational area—either a vocational or a technical program. Membership is composed of employer and employee members for the specific occupation. The member representatives are chosen from candidates submitted by representative organizations or association of the occupation."[33] Also identified is the Special Advisory Committee—Ad Hoc.

The handbook explains that "the Ad Hoc committees are appointed as a temporary committee to provide advisory services for a specific project or for a particular problem. These committees normally are formed to investigate the need or assist in the development of a new program. When the program has been implemented the committee becomes an occupational advisory committee or if there is no further need for the committee it will disband."[34]

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[33]Advisory Committee Handbook, Mid-State Technical Institute, Area Vocational, Technical, and Adult Education District 14, Wisconsin Rapids, Wisconsin, p. 13.

[34]Ibid.

Individual responsibilities of the members include attending the meetings regularily and to express their opinions and offer leadership.

Advisory committee meetings are to follow accepted procedure which is outlined in the handbook.

Inquiry was made as to the existence of a handbook or guidelines on advisory committees for district personnel usage. At this time none is available at Mid-State VTAE District 14.

Summary

Review of the literature on occupational advisory committees revealed that they were the connecting link between vocational education and community industries. The importance of these committees cannot be overemphasized.

General suggestions are presented for the functioning, organizational structure and leadership needed for an effective functioning committee. According to literature, the methods employed and the activities of the advisory committees are best decided at the local level.

Demonstrative leadership is needed by representatives of the educational institution. It is important, according to literature, that the representatives of educational institutions know what the advisory committees

can and should do for the institutional program and then representatives should assist the advisory committee in working toward the established goals.

The Wisconsin Board of Vocational, Technical and Adult Education publications on advisory committees are dated and would therefore seem to be of questionable value to district representative personnel.

Mid-State VTAE District 14 handbook for the advisory committee contains helpful information for the members. However, this publication also is dated. Mid-State district personnel, actually working with advisory committees, best resource is probably instructors that have been on staff—functioning on a trial/error basis.

Chapter 3

CURRENT TRENDS INDICATING THAT CHANGES ARE NEEDED

Research literature establishes the cruciality of cooperative efforts between educational leaders and industry for the implementation and maintenance of relevant programs and task-orientated curricula. The vehicle for this is the occupational advisory committees.

Realizing this cruciality, we must concern ourselves with the present organizational model and investigate the structure of the model and consider the implications of that structure if we are to be truly in tune with the basic purpose of the occupational advisory committee in the fully developed model.

The beginning of an occupational program frequently has, in the past, resulted from informal, cooperative efforts of the professional leaders of educational institutions providing services to a community. Procedures that have facilitated and encouraged the introduction of new programs into the Vocational-Technical system created a climate conducive to recognition of the community need for such a program. The informal and cooperative action by administrative personnel of the educational facility and

two or more forces representing a service industry thus create the beginnings of cooperative and coordinated relationships. The use of the school administration and service industry's aid in selling ideas and in planning procedures bears considerable concern.

New trends have developed in the past few years. Growing discontent with the methods and accomplishments of the Vocational-Technical system have been voiced by the Congress through a drastic reduction of funding. Newspaper articles on Proposition 13 and tax-burden reform movements of the citizens-at-large cause tremendous caucusing in the policial arenas. Sorenson recently stated that "the public has become a stranger . . . from the standpoint of not wielding the power."[35] It is time to take heed of the voices of the public as they speak to us. It is time to develop an improved organizational structure; it is time to implement the crucial tool we have long stated was important to vocational education.

At a meeting in Houston, Texas, for EPDA participants in 1976, we were told "that innovation in education for the most part has been glib words with very little performance. Curriculums are planned with "I hope" and "I think" formulas. Education in our society is proactive

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[35]Sorenson. 'As I See It." VTAE Journal, January, 1978, p. 4.

instead of reactive . . . . Given the fact that current trends of societal unrest exist, with the high cost of education, it is imperative that the Vocational Education system not be seen as enemies of the public that support that system . . . . Review is needed and utilization of advisory committees is essential . . . . The professionals and the public must be shoveling the same deck.

The mission of Vocational Education in America today is to help a society to specifically cope with the post-industrial society in a world electronically mad with all kinds of new ice balls available . . . . The dream of utopic society is a dream; it will always be a dream; but a dream must be there if we are to accomplish something or to make great strides."[36]

James Thompson, an educational theorist stated "when ideologies deny legitimation to laymen, but the drastic realities of interdependence require laymen to be incorporated into the dominant coalition, conflict is likely."[37]

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[36]Unpublished address to EPDA participants, December 1, 1976, Houston, Texas.

[37]James Thompson, Organizations in Action. McGraw Hill, 1967, p. 139.

Established organizational structure is supportive to the basic variable of decision: the dimension of decision which is preference regarding the possible outcomes and beliefs about cause-effect relationships. Education, today exhibits this organized politics to support the dimension of preference. The second dimension seems obvious as society voices their displeasure.

Can the inherent purposes of Vocational-Technical education be realized by the existing organizational structure utilizing the limited citizen input from the advisory committees? The present system "uses" advisory committees according to the institutional desires and disallows a broad view of Vocational-Education in totality.

Past organizational structure and administrative trends have talked about more and deeper interdependencies between vocational education and the community agencies through the utilization of advisory committees. By just talking only, they have increased points of contingencies. Empire building and self-serving, according to institutional desires and wishes, will not allow the theoretical purpose of Vocational-Technical education to be optimally fulfilled.

Current trends require organizational adjustment in order to meet the current purposes of advisory committee and the needs of society-at-large. Via the media, and recent publications, society is saying that they want:

1. increased input by the citizens-at-large

2. ownership in education by citizens being served

3. enthusiastic coordination between existing educational agencies as an attempt to meet the needs of all the people that educational institutions purport to serve

4. the rededication of Vocational-Education to the responsibilities of providing opportunities for individual attainment of ultimate life goals

5. Life-long learning concept made possible utilizing all existing educational agencies in a coordinated effort effectively utilizing the tax dollars spent

6. Open entry-open exit education concept.

Chapter IV

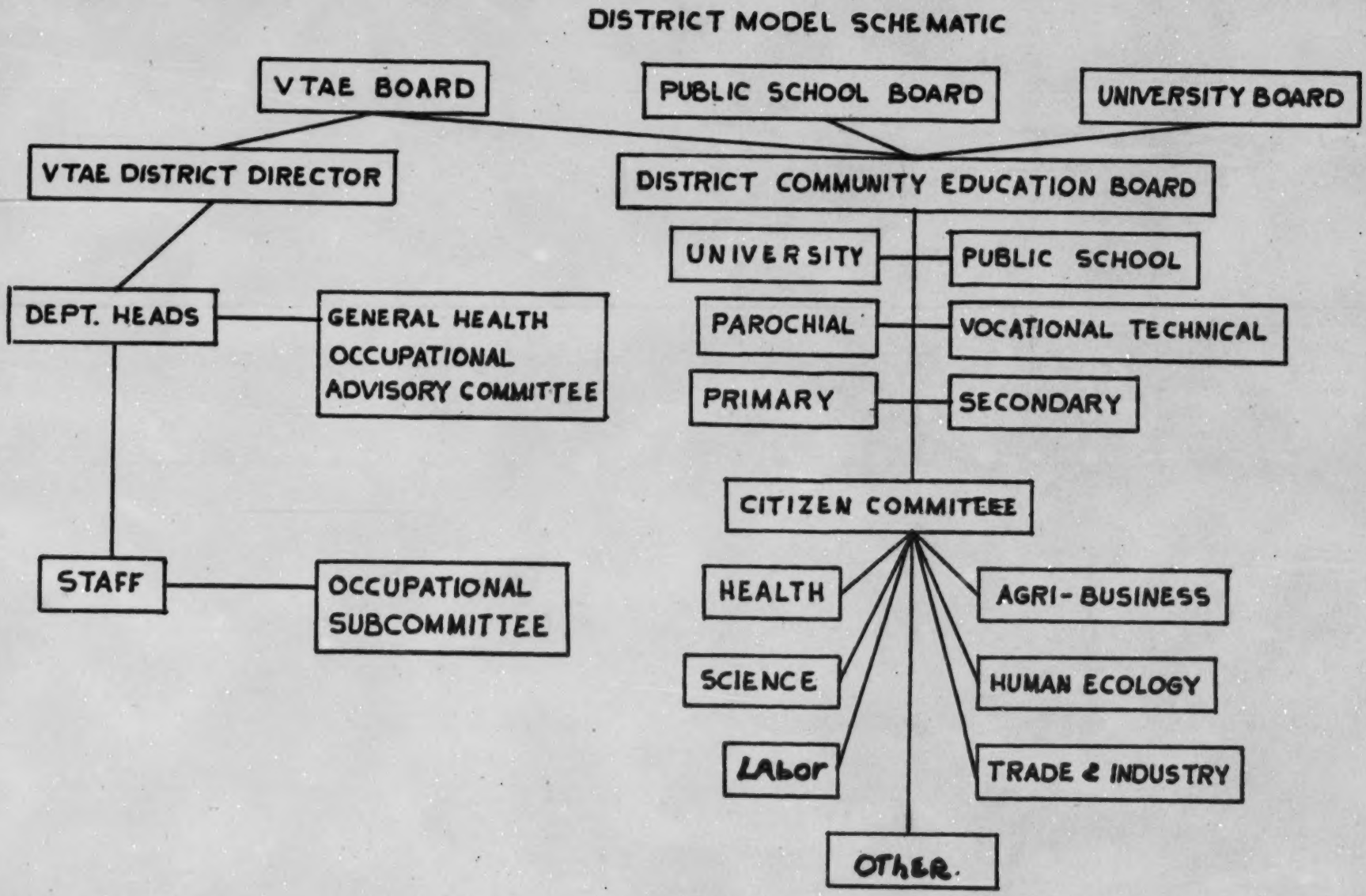
THEORETICAL MODEL BASED ON CURRENT SOCIETAL NEEDS

In this chapter, an explanation of the model is presented. Each of the three major parts of the model are presented in schematic and descriptive form. (For the schematics see pages 38,

This prescriptive model is designed to maintain and support vertical and horizontal relationships. The purpose of maintaining advisory committees has become part of the model design. Incorporate relationships of the General Health Occupations and program subcommittees, in respect to the administrative structure and current social values are in a matrix. The purpose/need for change of the present organizational structure has been established. The designed structural schematic will meet present trends and needs of society and of current educational institutions belief that the advisory committee is the "vital link."

Citizen Committee of Education

The purpose of the Citizens Committee of Education shall be to provide current citizen input; to


DISTRICT MODEL SCHEMATIC
VTAE BOARD
PUBLIC SCHOOL BOARD
UNIVERSITY BOARD
VTAE DISTRICT DIRECTOR
DISTRICT COMMUNITY EDUCATION BOARD
UNIVERSITY
PUBLIC SCHOOL
PAROCHIAL
VOCATIONAL TECHNICAL
PRIMARY
SECONDARY
DEPT. HEADS
GENERAL HEALTH OCCUPATIONAL ADVISORY COMMITTEE
CITIZEN COMMITEEE
STAFF
OCCUPATIONAL SUBCOMMITTEE
HEALTH
AGRI-BUSINESS
SCIENCE
HUMAN ECOLOGY
LAbor
TRADE & INDUSTRY
OTHER.

stimulate the acquisition of pertinent and accurate information on community educational needs by the general public; and to stimualte action on the part of all agencies toward meeting community needs. (See model, page 38.)

The Citizens Committee of Education shall consist of a 15-20 member board of citizens-at-large, representative of the existing categorical classifications and other interested citizens, within the given district boundary lines.

The functions of the Citizen Committee to Education shall be to:

1. inform the District Community Education Board of citizen needs for programs, courses, inservice, pre-service, refresher, and all on-going educational needs, both formal and informal, that will fulfill the life-long learning needs of the district community being served.

2. advise and make recommendations to or upon request of the District Education Board regarding formal and informal educational needs of the district community citizens.

3. entertain and consider requests from citizen members of the district and to make such known to the District Community Education Board.

4. hold at least three hearings per year at which time citizen members may discuss needs and concerns of education.

Citizen Committee to Education members shall hold office for a three-year staggered term. They shall elect an ombudsman to act as chairperson. The ombudsman shall

act as liason between the people of the district community and the District Community Education Board and other educational institutions. They shall elect, from their membership, a secretary who will record minutes and attend to needed correspondence.

Via existing district media, interested potential committee member persons shall be elicited for membership to office. From those interested persons responding, stratified sampling shall be employed for election to the office for a three-year term. Terms of committee membership office shall not be renewable for a 6-year period.

District Community Education Board

From the given district geographic bondaries, the District Community Education Board shall consist of representation from each existing educational agency.

The purpose of the District Community Education Board shall be to act as the vehicle for a cooperatively balanced educational output of the various existing institutional forces; and, to provide for these educational needs and resources of the community being served, according to and within the fiscal limitations of the given district.

The functions of the District Community Education Board shall be to:

1. To investigate and direct action on life-long learning educational needs within the domain of the district as recommended by the Citizen Committee of Education.

2. To receive, investigate, and/or assign inquiry of interest need as received by the citizens of the district being served.

3. To appoint Ad hoc committees for the investigation of the community inquiry.

4. To receive and take appropriate action on all Ad hoc committee reports and recommendations.

5. To deem course of action and assign implementation of the educational endeavor to the appropriate educational institution within the given district.

6. To receive, study and make recommendations on all budget proposals, financial matters, and all educational expenditures of the educational institutions within the given district boundaries.

7. To receive and make recommendations on program initiation/or discontinuance following yearly review of enrollment statistics, graduate placements, and market analysis of all existing educational institutions within the given district boundaries.

8. Support the proposed legislation and appropriations as it meets the needs of the district community and has the support of the citizens-at-large.

9. Recognize service given by community persons, business and industry in the promotion of educational endeavors.

The District Community Education Board shall hold office during the contractual agreement of the said education agency of their employment. The membership shall elect a chairman, Vice-chairman and recording secretary.

Ad Hoc Steering Committee

Under current rules and regulations, The District Board of VTAE modified the functions of the Ad hoc steering committee to:

1. ascertain the interest of the community in said vocational-technical education proposed program or course.

2. assess specific needs of the area for said proposed program by means of a community survey.

3. provide consultation and support of program during the initial year.

4. Prior to the application of approval, by the District VTAE Board to the WBVTAE, the committee shall:

   a. determine special qualifications needed by instructors.

   b. obtain, select, and prioritize items from task analysis inventory for curriculum planning.

   c. approve educational curriculum and text-listing prior to program initiating.

   d. determine criteria and methods to be utilized for advanced standing in post-secondary programs for compentencies gained prior to entrance into the program.

   e. determine criteria for establishment of student entrance requirements.

   f. set-up standards and recommend/approve equipment requirements, budget, and purchase.

   g. determine practicum experience time and facility experience setting for specified program.

h. determine guidelines for instructor review and experience in speciality area.

i. establish need for accreditation within given specialty area and desired accreditation of choice.

General Health Occupations Advisory Council

The purpose of the General Health Occupations Advisory Committee is to advise the District VTAE director and District Board of VTAE on matters pertaining to health education needs and maintenance of current programs: To provide a broad view of the discipline and to assist and make recommendations to the VTAE system by providing up-to-date information on the needs of industry; and, to assist the Vocational-Technical system to provide these educational opportunities for students of the VTAE system within the specific district boundaries. (See model on page 44.)

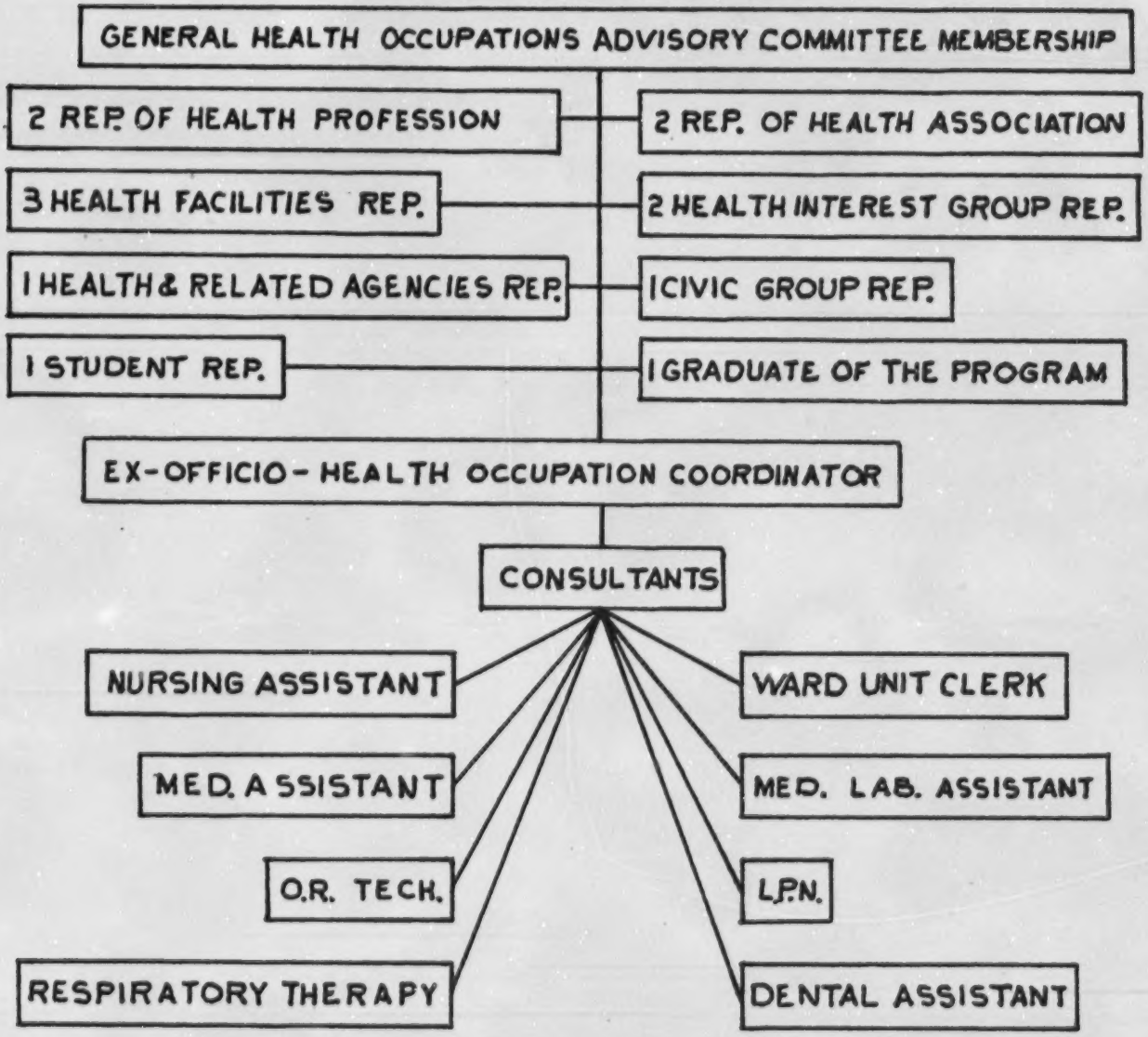
Under the direction of the District Director of the VTAE system, the functions of the General Health Occupations Advisory Committee shall be:

1. Provide for the initiation of a market analysis every odd year for the programs within the specialized area of given district industry and business and after study of this report to make recommendations to the district director and VTAE district board.

2. Yearly assess preparatory, retaining and upgrading needs of the community district of concern and make recommendations to the District director and VTAE Board.

3. Submit names for approval to the District Director for Subcommittee personnel.

MEMBERSHIP MODEL SCHEMATIC



4. Assist in the organization of the subcommittee and give guidance as needed.

5. Arrange for orientation of subcommittee persons as prescribed by an instrument prepared by the district administrative staff and approved by the District Board of VTAE.

6. Select a subcommittee chairman and submit name for approval of the District VTAE board.

7. Receive, study and make recommendations to the District Director and VTAE District Board.

   a. program accreditation and renewal processes.
   b. subcommittee yearly budgets and make recommendations to the VTAE Education Board for an overall H.O. budget.
   c. practicum time, sites, and agreements.
   d. curricula and recommendations for yearly changes.
   e. status of textbooks and recommendations for changes.

8. Assign district established meeting frequency dates according to policy and develop the yearly calendar of activity.

9. Review and approve the yearly District administrative plan for committee member seminar for General Health Occupations and Subcommittees within the discipline. (Seminar to include such items as recognition of service; up-dating continuing members via planned presentations; orientation of new members; and, social activity).

10. Review and recommend instructor requests for discipline workshops/seminars during the school year.

11. Review enrollment statistics and overall graduate placement for the programs within the discipline and make report and recommendations to the district director.

12. Review and approve all subcommittee proceedings and reports/recommendations.

13. Provide for a review of year accomplishments, forecast of trends affecting training and education, employment, community needs and make said written report to the District Administrative Staff.

14. Submit to the District Director, District VTAE Board, and State Advisory Council annual reports concerning the administration and operation of the programs within the discipline and of the findings of the respective advisory committee.

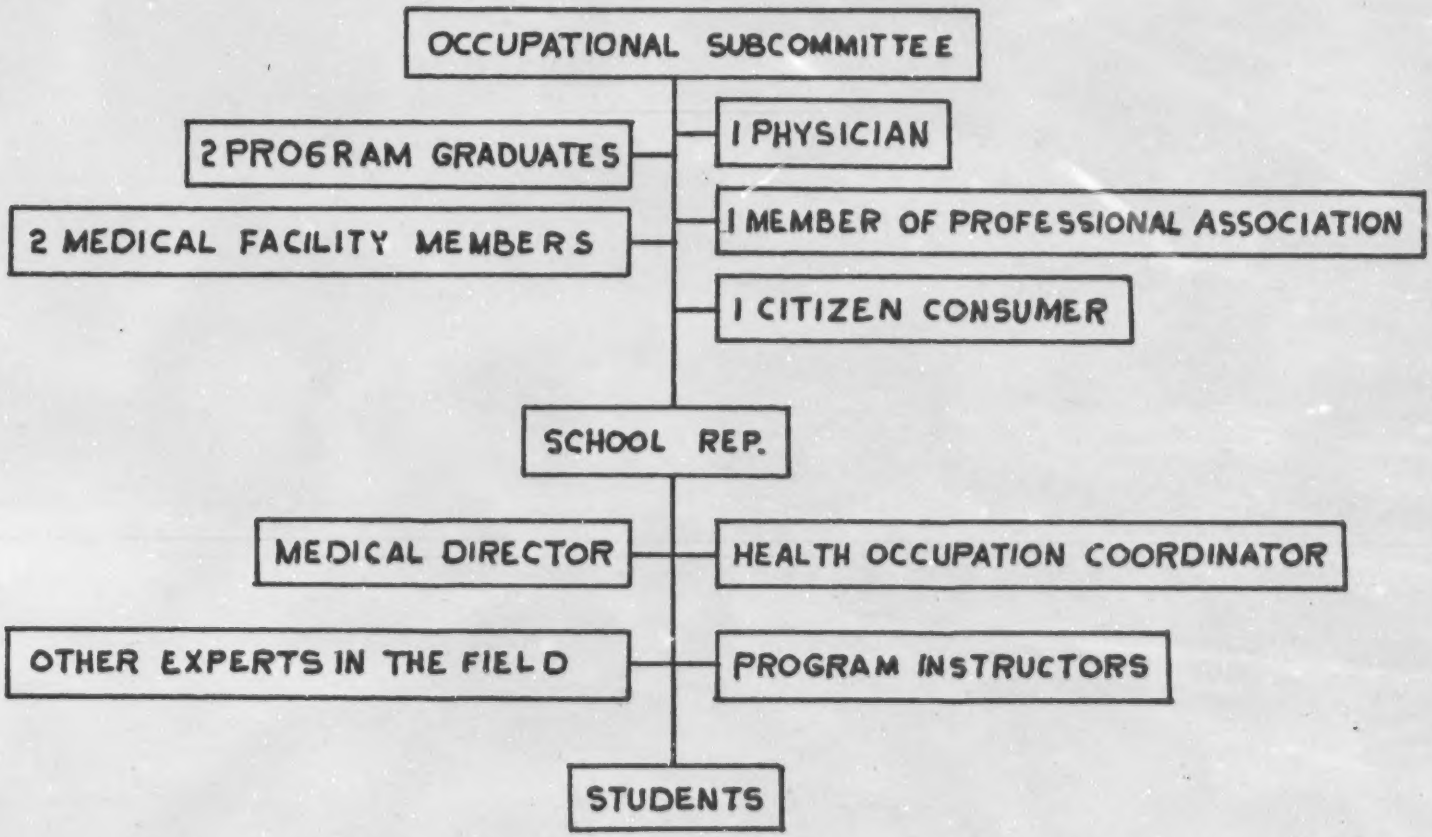
Program Subcommittee

In accordance with, and under the direction of the General Health Occupations Advisory committee, the program subcommittee's purpose is to give guidance, support, and assistance to instructors and students in the specific occupational program area. (See page 47 for schematic.)

Functions of the program subcommittee shall be:

1. a yearly review and written evaluation of:
   a. program curricula for current competency-based curricular objectives according to task analysis data.
   b. program budget and expenditure review
   c. textbook, softwear and equipment needs review
   d. student enrollment and placement review
2. send a yearly report to the General Health Occupation advisory committee to include:
   a. determine needs, deficiencies and accomplishments within the occupational program.
   b. ascertain student/graduate opinions of program strengths and weaknesses as related to the actual job requirements.
   c. make other recommendations as appropriate.

OCCUPATIONAL SUBCOMMITTEE SCHEMATIC FOR MEDICAL ASSISTANTS PROGRAM



Rationale and Organization of Committees

The problems of organizational fragmentation within the area of education in the Vocational-Technical system can be eliminated by adequate design and practicality of organization. A plan should be more than a means of exchanging today's efforts for today's inducements; it must have long-term as well as short-term implications. A pooled interdependence is requried for educational institutions today, one in which each part renders a discrete contribution to the whole of the organization. Programs of Vocational-Technical education must reflect the day-to-day and future needs of the occupational life of the community. This reflection can be accurate with adequate design and practicality.

Organizational design facilitates close cooperation between the educational agency and those in the community work force of particular concern.

Through the utilization of the advisory committees in the general and subcommittees, both institutions benefit from the cooperative efforts. The designed model encourages awareness changes in business and industry. The organization which anticipates institutional trends is in a far better position to exercise self-control than is the organization which waits until domain problems become critical.

Organization of the General Advisory Committee and of the subcommittees is critical for the success of the educational institution and it's effective functioning. The basis of the committees must be a problem-facing and problem-solving phenomena. The committees must develop so that they can deal with situations of greater complexity than we have seen in the past; it must develop processes for searching, learning, and deciding. Robert Mager has pointed out "if you're not sure of where you're going, you're liable to end up someplace else. . . " Secondly, domain is an important issue. Thompson states, "only if [38] the organizations claim to domain are recognized by those who can provide the necessary support . . . can a domain be operational."[39] The designed model incorporates ownership by the citizens-at-large. The pragmatic design of the model provides this domain.

The General Health Occupations Advisory committee is, as it has been in the past, an advisory group. It is composed of a representative population that will provide a broad coordinated assessment of the needs of the community.

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[38]Keith A. Acheson, Developing Competency-Based Gradation Requirements, Thrust Magazine, Volume 5, November, 1975, p. 12.

[39]James D. Thompson, Organizations in Action, New York: McGraw-Hill, 1967, p. 28.

This broad membership will be better able to provide vocational education with a reliable assessment of the needs of the entire community in regards allied health education to be offered by the Vocational-Technical system. The broad representation provides the Vocational-Technical system with a coordinated effort and greater prospective toward meeting the needs of the citizenary.

Organizations, to be efficient and goal-orientated, need to exhibit three distinct levels of responsibility and control. The technical, institutional, and the managerial. The technical is represented by the subcommittees; the institutional is represented by the VTAE district board; and the managerial is represented by the administrative staff of the VTAE system.

Barnard suggests that survival comes from finding the strategic variables, not from manipulating the variables or yielding to pressures. He suggests that strategic variables can be manipulated in such a way that interaction with all elements will result in a viable alignment.[40]

Recent trends indicate that we have not been utilizing the variables at our disposal. I believe that the model design and the representation of citizenary within the conceptual model provides this viable alignment and that the domain so prescribed will become an effective

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[40]Ibid., p. 47.

vehicle for meeting the demands upon vocational education in the remaining period of time in this 20th century.

Tomlinson points out that educational programs for health have a dual responsibility. He believes that not only must the students needs be met, but also qualified practitioners must be provided.

> The special requirements and opportunities in the health field, and the magnitude of the tasks to be accomplished, demand even more cooperation and coordination in planning and development than is necessary in other fields.[41]

The designed model will meet with these special requirements for quality workers for the health field.

The committees will function best if the format and objectives to be attained are provided for the group.

> A formal structure has advantages because its policies and procedures can clarify purposes and create an atmosphere of stability. . . ."[42]

A set of guidelines and responsibilities should be established by the managerial persons of the educational institution and approved by the District VTAE board. Early in the organizational stages of the committee, group direction and proper clarification of goals should be

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[41]Robert M. Tomlinson, Lois M. Langdon, and Chester Rzonca, Guidelines for Health Occupations Programs, University of Illinois, Urbana, Illinois, June, 1971, pp. 34-35.

[42]Advisory Committee and Vocational Education, American Vocational Association, Washington, D.C., August, 1969, p. 32.

discussed. Committees once appointed, should be given specificity of what they are to do, what the committee is not to do, and when the tasks are to be completed. Committees are encouraged and advised to make other recommends as they deem appropriate.

Consultants may be needed in solving a particular problem or to provide additional information. The use of consultants is recommended and these specialists can be assigned to investigate options with the aid of the committee members. Because of the nature of the representative members, these person resources are readily available at no additional cost to the educational institutional and this representation by consultants and others is supportive of the "ownership principle."

Under the direction of the Vocational-Technical managerial persons, the technical representatives of the educational institution can carry out needed supportive duties, such as survey details and secretarial functions.

Health Occupation Advisory committees should consist of representatives from health professions and their associations, health facilities, health interest groups, health and related agencies, and citizen's interest and civic groups (Tomlinson, Langdon and Rzonca, 1971). Prepared lists of professional persons are available from the

American Medical Association, American Hospital Association, American Clinic Association, State Nurses Associations and other like professional groups. All expert persons in a given district can be surveyed every three years. Persons indicating an interest can be given an identification number and a random sample selection can be made of those which will be appointed to the committee. Stratified sampling might be utilized to assure identified subgroups representation inclusion in the population. An attempt should be made to equalize the male/female distribution within the General Health Occupations advisory committee. Random or stratified sampling will provide a fair selection of the represented population to be served by the committee. Consumer interest for appointment could be elicited via the daily newspapers and media within the district boundaries.

The survey of individuals should be completed every third year from up-to-date listings of representative persons in the given district boundaries.

Subcommittee membership should represent the occupational program of concern. Representatives to be chosen can be obtained from listings and selected on a random or stratified sampling basis also.

Establishing terms of office and membership is an important organizational function.

It is suggested that appointment staggering and definite terms of office should be one to three years.

> A regular appointment system of replacement has proven to be more satisfactory. If tenures are specified and replacements named on a staggered schedule, the committee can receive new members while keeping some experience representatives who help maintain the necessary continuity. The changing membership allows additional persons to become familiar with vocational education. Also, uncooperative or uninterested members can be replaced by this method.[43]

It is advised that committee membership should not become self-perpetuating, although a valuable contributor be appointed as a consultant. The regular staggered appointment system of three year terms will prevent low-level activity which has previously resulted.

> In reviewing the results of the survey, the council noted generally an inverse relationship between the length of a program's existence and the level of activity of the trade advisory committee. New programs had higher levels of activity and participation while older established programs had lower levels of activity and participation.[44]

The Advisory Committee on Vocational Education state that "the size of the committee will be a significant element in determining the success of the operation." (p. 27) The General Health Occupation advisory committee,

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[43]Advisory Committees and Vocational Education, American Vocational Association, Washington, D.C., August, 1969, p. 27.

[44]Annual Evaluation Report of the State Advisory Council on Vocational Education, 1975 Hawaii State Adv. Comm. December, 1975, p. 24.

serving an entire segment of health education in the given district, should have 12 to 15 members. Thompson states that "size alone does not result in complexity."[45] He believes that the organization that employs simple technologies and faces simple task-environments can be large and still employ a relatively simple structure.

> The committee should be large enough to be representative of the community but small enough to permit active participation in the discussion of problems and formulation of recommendations.[46]

The design of the general advisory committee representing one discipline faces similar technology and environment.

A staggered appointment term for committee members will offer adequate representation of the community being served.

The size of the subcommittee membership should be five-to-seven members. Thompson suggests that in these small committees necessary compromises appear to mesh and formal/informal relationships will result in a workable productive committee. It is also advised that the term of subcommittee members be a three-year staggered term of membership.

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[45]James D. Thompson, Organizations in Action, New York: McGraw Hill.

[46]Ronald Applegate, and Barry Hubert, Advisory Committees for D. E. School, Deleward State College, 1972, p. 7.

The Wisconsin State Board requires that advisory committees meet at least one time per year. Other research revealed no accepted policy regarding the number of meetings to be held. It seems reasonable to state that a committee working to build a worthwhile health occupation educational core must meet at least four times a year to carry out its necessary assignments. Subcommittees should meet at least two times a year on a formal basis to accomplish their goals.

Upon recommendation of a committee person or the Health Occupations coordinator, special meetings may be called when committee business requires more frequent meetings. The routine meetings, however, should have prescribed meeting times. This must be established by the General Health Occupations Advisory Committee initially at the beginning of the calendar year.

Personal qualifications are important for effective task-orientated committees. Two major qualifications are necessary. The interested potential member must have experience and be interested in serving as a committee member. Literature research listed many personal qualifications such as intelligence, ability to work with others, enthusiasm, and responsible persons. Intelligence, recent research has shown is a disputable item whereas measurement

is concerned. It is reasonable to assume that persons who have completed the basic requirements for the area of the health organization represented and are gainfully employed would meet this qualification. The qualification of "ability to work with others" IS not so definable item. It is generally understood that

> Everyone does not always understand one's own capabilities and motivations.[47]

Interest and experience would be determined by the person returning the survey results.

I believe that each person has a unique personal contribution to make and others can only create the opportunity and the atmosphere for that development. A resource suggested that

> School authorities must be alert to the dangers of confusing views which differ from theirs with lack of cooperation. If the educator wants only to have his own thinking coorborated and doesn't comprehend the necessity for maintaining an openness to suggestions then he doesn't understand the essence of advisory committees.[48]

Those who subscribe to the Y Theory of Douglas McGregor feel that through conscious activity and personal

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[47]Leon C. Megginson, Personnel and Human Resources Administration, Richard D. Irwin, Inc., Homewood Illinois, p. 301. (3rd ed.).

[48]The Advisory Committee and Vocational Education, American Vocational Association, Washington, D.C., August, 1969, pp. 27, 28.

development of individual persons within the membership increase will occur for the health and effectiveness of an entire organization.

You will recall that the chairperson of the committee is appointed by the administrative staff of the educational institution and approved by the District VTAE Board. Capable leadership is an important learned quality. Effective leadership will enhance the functioning of the entire committee, and all members can benefit from an effective model.

Leadership, according to Knezevich, has been conceived of as (1) an attribute of personality (symbolic leadership); (2) a status, title or position recognized in a formal organizational chart (formal leadership); and (3) a function or role performed in an organized group (functional leadership). Leadership is in essence, concentrated with human energy in organized groups. It is people 'phenomenon.' It is a force that can initiate action among people, guide activities in a given direction, maintain such activities, and unify efforts toward common goals.[49]

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[49]Stephen J. Knezevich, Administration of Public Education, 3rd ed., Harper Row and Co., 1975, p. 81.

Effective leaders are open with their constituency and work with them as equals. Innovations and strategies of the chairperson using the quid-pro-quo theme of inducements-contributions contract assists the membership in knowing what is expected of them in terms of jobs needing to be done and also appropriate performance of such jobs for individual personal satisfaction.

Thompson believes that a "zone of acceptance" provides an area of discretion for the organization enabling it to define appropriate behavior and to modify that definition from time to time according to the changing dictates of membership goals. He states that "in effect, it makes individual members of the organization, despite individual differences, somewhat pliable in the direction of the organizational needs.[50]

The pragmatic model provides for both cooperative and interested membership of the persons on the committees. The model is so designed to provide time-limits so that members will not lose interest or group effectiveness during their term of office. The model also provides for leadership persons as chairpersons of the committee being due to the fact that they are selected prior to the meeting itself.

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[50]James D. Thompson, Organizations in Action, McGraw Hill, 1967, p. 106.

The position of the school representatives is that of a consulting-serving relationship. The Health Occupations coordinator is present at all General Health Occupations committee meetings and will be the spokeperson for the educational institution. Additional staff may, and should attend when agenda items suggest this, or they are requested to attend by the coordinator.

Subcommittee meetings should have program instructors in attendance as well as additional consultant school representatives as indicated by the agenda. It is suggested that the Health Occupations Coordinator attend the regularily scheduled meetings of the subcommittee.

Summary

Recent congressional mandates have placed a re-emphasized value upon the role of advisory committees in and for vocational education. This re-emphasized dictum involving the activities of advisory committees is placing them in the rightful role of involvement and ownership in the educational processes at the state and local level.

The re-emphasis is an attempt to stimulate an educational system that has lost its responsiveness to the needs and desires of the community-at-large.

For persons in the Vocational-Technical system, this is an opportunity to revitalize the system of Vocational-Technical education. It is an opportunity to regain a philosophy that has promoted the growth of this system.

The pragmatic design and organization structure of the model provides for a planned accountable method of accomplishing objectives and goals and for promoting the image of vocational education. The model offers a planned accountable method for accomplishing competency-based, task-orientated, skill producing curriculum for the program.

In addition, the model provides for the needed categorical overview of programs within a given field and the needs of the categorical specialty as a whole, according to the needs of the community being served. The model provides for a coordinated total assessment and a cooperative effort between industry and vocational education from the grass-roots level of the community being served.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this thesis was to gain expertise on occupational advisory committees through literature search and to develop a model which would meet 20th century needs.

On the basis of the literature search concerning occupational advisory committee models, a great deal of information is available which is general in nature. The information presented is helpful to the person who wishes to gain knowledge in the general theoretical concepts of the many possible models available; the purposes as viewed by leaders and students alike; and the functions and organizational structures that might possibly be adapted.

The strength of the literature model is in the concept of vital role; the connecting link between the educational agency and industry. The methodology for the actual processes and the leadership role to produce those vitally effective committees is lacking in literature written by vocationally orientated persons. Organizational theorists and human resources specialists provide

the tools which are lacking in the writings of the Vocational-Technical authored literature.

The lack of directive leadership, established policy, written guidelines, and helpful methodology from the state or local level offer a challenge to both institutions.

Current trends indicate that citizens are demanding increased input into the educational process; increased ownership in education by citizens being served; more cooperation between existing educational agencies; and greater accountability by the educational system for the task they have been commanded to do.

A theoretical model has been developed based on current societal needs. The model schematic and written plan allow for the greatest possible citizen-educational institution-industry cooperation. The model, in its pragmatic design, offers a challenge to all existing educational institutions to cooperatively share the responsibility for life-long educational fulfillment for all of the citizens regardless of age.

Conclusions

It is my conclusion and opinion that:

1. the occupational advisory committee models, as discussed in the various articles, is based

upon three or four original ideas. Subsequent articles expanding on these original ideas were the result of a quest to answer the vital questions What should the model be and what are the roles of that model?

2. that the existing theoretical model is non-specific in schematic form.
3. that the existing theoretical model lacks "essential" vs "nice-to-do" specificity.
4. that the existing theoretical occupational advisory committee program model in reality only partially exists at the local level.
5. Although the concept of the advisory committee usage has been discussed since the days of early apprenticeships training, the concept of methodology hasn't been an issue until the 1968 and 1976 Vocational Education Acts. Since then we have entered into a period of searching processes. These searching processes are an effort to respond to adequate methodology to the important "vital-link concept."
6. The Wisconsin State Board of Vocational, Technical, and Adult Education has not emphasized the role and function of advisory committees.

7. up to this time, the existence of advisory committees has often been a tool for hand-stamping by the Vocational Technical system.
8. a gap exists between theory and function which needs considerable direction.
9. the newly proposed model should meet the purpose of advisory committees; the need for a cooperative effort by all existing educational institutions; and will meet current trends better than the existing models.

Recommendations

1. That exploration of the advantages of adapting the newly developed conceptual model be investigated.
2. that experimental research projected be proposed, by CAVE or the Ohio State Center, on theoretical models as a means of establishing a firm foundation for an effective functioning model.
3. that using the existing model:
   A. the Wisconsin State Board of Vocational-Technical and Adult Education:
      1. establish a Board position regarding suggested guidelines, implementation, types, functions of advisory committees for the districts to consider.

2. establish an annual report system as to the membership activities and accomplishments of district locals within the state.

3. offer seminars/workshops on utilization of advisory committees.

4. update publications on the use of advisory committees.

5. investigate the possibility of establishing a position of consultant to establish items a-d and to work as a liaison between the state board and the outlining districts.

B. the Mid-State VTAE Board:

1. Develop written policy for the occupational advisory committee model. This would include goals, functions, activities and district personnel responsibilities.

2. Develop a district handbook for personnel to use as a guideline.

3. Update current advisory committee member handbook.

4. Inservice be provided by the district for staff and committee members.

5. Develop a monitoring system to determine if advisory committees are meeting; are meeting their purposes and objectives.

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